

## ***9. What could have prepared you better for the classroom setting?***

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### ***Certified Teachers Teaching 0 - 5 Years***

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More methods classes--More training in the areas of special education and law--Mentoring program for first-year teachers (ID 159)

More classes (free of course) (ID 157)

More emphasis on the paperwork through college preparation--More skills in time management--still leading back to the paperwork involved (ID 108)

Classroom management skills (ID 109)

More classes on how to adapt for special education students mainstreaming in the classroom (assignments--different teaching techniques, etc.) (ID 69)

A mentor and more preparation for real world discipline problems (ID 212)

Actual classroom experience is the best way to feel prepared, so student teaching and field experience was helpful--I think assigni mentor to a first year teacher would help also (ID 161)

More mentoring or formal mentoring to teachers in a new field or position (ID 205)

This is my first year (ID 160)

Knowing other processes that happen @ schools IEP meetings, requisitions, budgeting (ID 204)

More in-class experience (ID 158)

I wish I had more training on classroom managements (ID 63)

Answer to #8--If "No," how many credits? TEST--Answer to #9--More time in a classroom during college classes (ID 184)

More time student teaching--nothing prepares you better than experience (ID 57)

Nothing--Regardless of the amount of education one receives, practical classroom experience is what prepares a teacher--During college education, I completed 135 hours of field experience and 12 weeks of student teaching--Nonetheless, nothing fully prepare me except my first year teaching (ID 200)

More experience in the classroom--30 years ago student teaching was 6 weeks (at my college) (ID 48)

Longer student teaching experience--I think a student teacher should be in the classroom all year to see how a year starts and end The professional block classes didn't help me at all--It was wasted time that could have been spent in the classroom setting (ID 6)

More professional development and hands-on before entering the classroom (ID 178)

Better modeling by university professors--real life situations need to be addressed more during undergrad, discussion of national & state standards, and when/how they should be met were never discussed during under grad, class on different types of modificatio and IEPs for Special Education students (ID 94)

I am beginning my first year of teaching--I feel that my university educational experience was good but no substitute for actually be in the trenches--Experience is truly the best teacher (ID 186)

Testing the students prior to starting school--One-on-one time and not class time to get testing accomplished--Classroom management options in college or provided by the district (ID 187)

If I could have gotten to periodically visit other classrooms/teacher and see how they did things (ID 92)

More field training and experience (ID 91)

## ***9. What could have prepared you better for the classroom setting?***

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Instead of writing more papers in the methods classes, they should be relaying real life teaching methods and strategies and more practice teaching for real life experiences (ID 95)

More exposures to classroom settings (ID 74)

What decisions are yours to make in the classroom--Which are school set--how the school runs, ex: do we attend school board, v to go to the principal, how to handle an angry parent, school language and terms used by teachers in referral to things, how or wh steps were on the ladder, how to take care of yourself or what is yours to take care of (ID 193)

Understanding the amount of work and planning required to have a successful lesson (ID 50)

Since this is my first year teaching I believe the greatest help would be spending more time in classroom settings getting hands-or experience is the best--Being ablt to set up a time where area teachers and teacher ed students can communicate with one another (ID 102)

More time in the real classroom--Mentor teachers--Realistic hands-on in college (ID 138)

More realistic "hands-on" experience--role-play some actual situations maybe instead of talking things to death--it would help if the teachers teaching college classes had some idea what classroom teaching was like (ID 141)

I believe that prioritizing my lesson plans and general teaching duties have helped me in my first year--I've also worked with a mer who helped me transition into a large suburban school setting. (ID 171)

I had a great support system of experienced teachers who made my transition wonderful (ID 202)

Discipline classes--Training in teaching multiple classes in one period (ID 76)

I am a science teacher and I wish I had more hands-on experience preparing labs and organizing chemicals (ID 181)

Well prepared (ID 7)

More field experience--need to find out sooner if teaching is right profession or not (ID 117)

Nothing--Spent several hours before graduating and was comfortable in classroom (ID 147)

More hands on experience in college (ID 58)

How to handle discipline better and more elementary training for P.E. (ID 11)

I think that first year teachers should be assigned mentors. Experienced teachers within or outside of their own school district. So they can go to them with any question and not feel intimidated. (ID 25)

More time in the classroom--I felt that student teaching blocks did not prepare me for the classroom and I gained all of my knowledg once I was at my school student teaching (ID 129)

A few more practical situations in course work instead of book work (ID 148)

More information about NCLB in college. (ID 8)

Management techniques for discipline problems. Ways to better engage students interest in the subject at hand. (ID 18)

Ideas for starting out the school year--more classroom experiences (ID 30)

Well prepared except in behavior management (ID 6)

None (ID 5)

## ***9. What could have prepared you better for the classroom setting?***

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I believe that more time in the classroom during my student teaching experience could have prepared me better for teaching--I also believe that there is nothing that can FULLY prepare you for the adjustment to teaching in your own classroom--Only the first year itself (ID 51)

More hands-on training tying lessons into broader curriculum--More hands-on training with multiple learning styles/differentiated instruction--More learning based on application for the classroom (ID 131)

Not prepared for the NCLB Act (ID 2)

Knowing more about the diversity of learners in a classroom and how to teach them without the others losing interest (ID 27)

Discipline training (ID 230)

Practicum hours--More student teaching (ID 236)

Nothing--I had a very good experience student teaching, which I felt prepared me for the classroom (ID 176)

Spend more time in classrooms during college and more classes on what to expect when entering your first year as a teacher (ID 177)

I taught Title I the first year--I had no idea what that was--Knowing about it would have helped a lot (ID 38)

Disciplining student (ID 235)

Answer to #8--One year until tenured--Answer to #9--More college classes that dealt with actual teaching rather than someone's philosophy (ID 121)

More reading methods classes--More classroom discipline methods classes (ID 242)

More observation time (ID 229)

During my first year of teaching, understanding the material I presented was not too difficult with my preparation, but other areas such as pacing, meeting a variety of learning styles through diverse activities, and classroom management were areas that I could have used more preparation (ID 150)

Working in a predominately Native American school setting is totally different from a school with few Native Americans--Caucasian teachers need orientation (ID 227)

Having a curricula set forth by the school and not scrambling around to find my own (ID 244)

Dealing with discipline, how to do a lesson plan, and just the basics (ID 241)

## ***Certified Teachers Teaching 6 - 10 Years***

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More time in schools observed and practice teaching (ID 105)

I think that more time spent in the classroom setting would have been beneficial--More time spent with the coordinating teacher and possibly other teachers in various schools would have created a more well-rounded perspective of teaching in a specific curriculum area (ID 153)

I had spent quite a bit of time in various classrooms prior to graduating and getting my first job--I feel that nothing can prepare you better than actual experience in having your own room (ID 175)

I wish I had more time student teaching--It would have been nice to get into some other classrooms to see what techniques they used that worked for them (ID 152)

A longer student teaching field experience would have been helpful--More training on how to teach--how to challenge students--and how to help the struggling students to become proficient (ID 106)

More observations of real classrooms and more observations of different teaching styles (ID 116)

## ***9. What could have prepared you better for the classroom setting?***

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My major is health/PE and my minor is math--my first teaching job was teaching MS PE and math--I had very little preparation or experience of how to best orchestrate the math class--Today I strictly teach math and my routine has definitely progressed--I think matter how much one is trained there is nothing like the real thing--being ready for change and distractions, never knowing how students may react--Always being ready to adjust just takes time--The greatest thing about an educator's job is that no day is ever same, but you have to be ready for the unexpected (ID 124)

Class management (ID 164)

More classes on special education and school law (ID 107)

More work in the classroom setting--time management class (ID 100)

More education or training in classroom management and dealing with extreme behaviors. There could have been more time in the different classrooms to see many different teaching styles and classroom management (everyday details, bookclubs, parties, lunch money, etc.) (ID 12)

My first year of teaching was in special education--We needed to write IEPs in college in order to better train us for writing them for our own students (ID 41)

I think my education prepared me very well although a better understanding of schoolwide machines would be a great help to new teachers (ID 44)

Much of the college preparation I received in mathematics really did not apply to the subjects being taught--There was a general lab methods courses and more emphasis on calculus and more calculus (ID 45)

More time in a second year or third year to have time to observe other classes (ID 226)

More management classes/behavior--More classes on the paperwork needed (ID 243)

I could have used more training in behavior management (ID 216)

During my first year I had a mentoring teacher and that was very helpful--The school I taught at also had 4 days of training (prior to start of school) for all new teachers (ID 68)

A mentor teacher, as much time in classroom as possible--More instruction on discipline (ID 213)

You just have to get out there and do it and learn what works and what doesn't (ID 70)

More time actually teaching--I feel internships are very short--Have fewer classes and more actual hands-on training (ID 39)

Methods classes - conflict resolution (ID 16)

Better college instruction and more time in an actual classroom before graduation (ID 65)

College courses that dealt with more computer training and with the basics of teaching (setting up your gradebook)--more time observing/student teaching and sharing experiences (ID 72)

Classroom management/discipline procedures--more specific reading courses that teach different strategies for low students--and tests and strategies for assessment in reading and math (ID 75)

More college courses reviewing the classes I would be teaching--Most of the classes I took in college were far above the level I taught. Therefore, I had to do a lot of refreshing (ID 77)

More time student teaching would have been helpful--Many of my classmates left the teaching field after student teaching (ID 198)

The most beneficial training in any professional area is hands-on experiences within the classroom--Placing these students with a positive role model--working with the children is where the real learning and molding takes place (ID 82)

I'm not really sure there are any classes that can prepare the classroom setting--I was well prepared in the subject area but as far as the classroom setting goes, it is a matter of going in and learning how to handle situations as you go (ID 71)

## ***9. What could have prepared you better for the classroom setting?***

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How do we make what we have work--A better understanding of how to implement content standards into existing classroom materials--limited committees/coaching, etc.--peer teachers (ID 54)

na (ID 3)

More classroom experience (ID 194)

### ***Certified Teachers Teaching 11 - 20 Years***

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More realistic classes - more methods, more management classes more usable. (College Geometry does not prepare on for teaching high school geometry.) A first year mentor? (Someone willing to help and give advice.) (ID 10)

Student teaching for a longer period of time--Better behavior management strategies (ID 134)

Nothing--Experience is the best teacher (ID 122)

I believe potential classroom teachers need to spend more time in the actual classroom--The small amount of time doing your student teaching experience simply isn't enough experience to start with--I would have benefitted greatly with more contact with practicing teachers and students (ID 130)

More classroom experience (ID 14)

More actual classroom time (ID 37)

More time in a school setting before graduation (ID 127)

Time management training--A more realistic view of classroom management (ID 123)

Much more real experience in a classroom setting--Observation doesn't do much good--A mentoring system like USD does would greatly (ID 118)

Organization classes--class expectations--arranging desks, bulletin boards, notices, writing lesson plans, preparing files for parent correspondence--school bulletins and substitute teachers (ID 79)

More time in classroom with students less lecture (ID 64)

More time in the classroom on hand work (ID 93)

More practice was needed in the area of handling parents and students in the classroom--Also it would have been nice to have someone to mentor me since everything is so new (ID 113)

Mentoring--more classroom experience (ID 112)

More time spent in elementary classrooms during my college prep work (ID 110)

Mentor with a real teaching--in college the instructors didn't deal a lot with grade books and discipline--need more psychology (ID 111)

I would have been more prepared if I had more lesson plan preparation in both regular and block schedule--Also, teachers who teach in many areas need practice teaching in all of those areas (ID 83)

How to teach phonics, reading strategies time management--scheduling your day (ID 99)

More time in the classroom--Student teaching is nothing like being completely in charge of your own classroom (i.e., designing a curriculum, discipline, extra duties, etc. (ID 97)

Classroom experience would be the best preparation that I could have had--You can never have enough exposure to working with children--I was very lucky to have a great staff as a support system (ID 86)

Only hands-on experience can truly prepare teachers for the classroom (ID 88)

## ***9. What could have prepared you better for the classroom setting?***

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Student teach before last semester--More classroom time--Less college class time (ID 46)

More in classroom work--Most of my English major courses were in-depth study of Voltaire, Shakespeare, etc.--I needed more practical training with grammar, writing instruction, classroom situations, etc.--I also wasn't ready mentally to be the boss--I was so ingrained as the student (ID 183)

Classroom management skills (ID 165)

The most difficult aspect was classroom management--discipline, wise use of time, juggling schedule demands (ID 166)

A teacher mentor would have been a great help--Regular meetings with the principal in which I could ask questions and receive constructive feedback would have been beneficial (ID 197)

Tips for experienced teachers classes on (ID 239)

A more realistic look at how much work teaching is--How to set up a classroom--Have at least 2 art projects and 2 bulletin boards ready to go so you can spend more time on the curriculum (ID 207)

Team teaching for the first semester (ID 233)

Writing actual lesson plans from textbooks--We did lessons in school but most of them were ones I made up--Curriculum mapping would have also helped (ID 179)

Longer student teaching time (20 weeks vs. 10 for each grade level); more experience in the classroom, perhaps sub-teaching time (ID 20)

The opportunity to student teach in a rural school setting--More than six weeks of student teaching should also be required (ID 18)

More information on how a school runs--secretaries, attendance, procedures, not just content area--Support system of where to go with questions (ID 170)

Working with students more--observing several teachers, not just a few (ID 185)

To be better prepared for the classroom setting, I would like to have had more classroom like situations--parent/teacher interaction, discipline, grading techniques, time management, etc. (ID 220)

More hands-on with students and not so much just working with papers (ID 191)

I think more hands-on in the classroom during your college classes (ID 217)

Student teaching experience in both large and small schools (ID 215)

I don't think you can truly be prepared until you have your own classroom and have to make your own decisions--First year is a true learning experience--good to watch others and be able to get advice (ID 210)

Methods classes were useless--I needed to spend more time in actual classrooms finding out what to teach and how--College did little for my skills that I would need as a teacher (ID 201)

Know what/how to organize teaching materials--teach classroom management strategies to new teachers--teachers need more time with students before being on their own with them--Mentors for new teachers--lesson plans of the previous teacher as a guide/compare to see if you are on track (ID 209)

I went to USD and I feel they did a good job preparing me for my future--Since my freshman year I had opportunities to work in classroom by the time I did my student teaching I had already spent a significant time in the classroom (ID 180)

I would have appreciated having more instruction in classroom organization, parent/teacher conferences and student discipline (ID 144)

A more realistic and hands-on opportunity (ID 140)

## ***9. What could have prepared you better for the classroom setting?***

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Ideas for starting the school year--more classroom experience (ID 29)

More time learning the day-to-day workings of the classroom and school day (ID 24)

More hands-on on application through all 4 years of college (ID 155)

More time actually working in the classroom, maybe even a mentor. More experience using classroom materials, like teacher's editions. Most of our time in college was spent preparing activities that you don't have time to use. (ID 23)

Having a mentor would have been beneficial. More experience with the age level I would teach. (ID 22)

College doesn't teach you how to set up your room, schedule students/classes, organize your time, multi-task when in the classroom, communicating with parents, get all the correcting/grading done, paperwork (ID 145)

More hands-on experience in dealing with kids personalities and how to handle disruptive/discipline problem students (ID 151)

More experience beyond student teaching--Mentor who actually works with and helps--Help with curriculum and standards (ID 154)

## ***Certified Teachers Teaching More Than 20 Years***

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I believe I was well prepared (ID 56)

More on the job classroom experience earlier in the college curriculum (ID 222)

I feel my Block or teaching courses weren't of enough substance--The student teaching and classroom observations were very valuable (ID 221)

Better student teaching experience (ID 33)

I feel that I was well-prepared--some things require personal experience that you cannot learn until you are teaching on your own--Mentors for first year teachers can be helpful (ID 31)

Mentorship (ID 218)

Should have had more shadowing (ID 224)

Pursuing a double major (ID 17)

Discipline--special education modification (ID 28)

More actual "in the classroom" experience with a mentor/teacher--perhaps a full year or more--Too often college professors have to be too long away from the classroom or maybe never even in the classroom--The "ideal" is not always the "reality" of day-to-day instruction (ID 67)

More experience working in the classroom (ID 214)

A more realistic, practical experience in college course work--A mentor with my professional success at heart--Greater exposure to professional development opportunities--A greater emphasis on individual diversity in the typical classroom (ID 211)

Awareness of special needs children and instruction modifications; Behavior modifications and discipline techniques (ID 4)

Methods classes (& teachers) were some of the worst courses I took in college--Hopefully that has changed over the years--Opportunities to observe and work with seasoned teachers before practice teaching would have been helpful as well (ID 52)

Teacher education must improve (ID 53)

I think that more classroom experience would have helped prepare me more--More than just student teaching one semester (ID 2)

## ***9. What could have prepared you better for the classroom setting?***

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More practical organizational techniques, methods practice, time-management, negotiation--I had a wonderful experience as a student teacher as I had two supervising teachers with totally different philosophies (ID 32)

More instruction on how to handle discipline; more classroom observation and teaching time (ID 21)

More prep time and probably having a mentor within the school system (ID 240)

Classroom management; Special education courses; Professional development; Ethics in education (ID 19)

More experience working with the students in the classroom (ID 15)

I was fairly well prepared from student teaching (ID 36)

More lesson planning classes and implementation of the lessons--Not so many "theory classes"--real experiences from others who have been there mean more (ID 42)

More hands-on experience--mentor teachers--more experience teaching methods--Classes that would have pertained more to teaching (ID 43)

Answer to #8--I don't know how you can possibly determine this question (ID 223)

Classroom management--Discipline strategies (ID 225)

More observing in the actual school classroom--Visit schools that are using new and current teaching strategies and programs (ID 47)

I taught in a country school by Winner--I had never been in a country school and I don't feel anything could have prepared me for that experience--My second year of teaching was extremely successful because of an excellent principal (ID 47)

More in the classroom experience with supervised and helpful teachers as mentors before entering the field (ID 35)

More extensive student teaching (ID 34)

More knowledge of what needed to be taught and help in assessing if it was being taught successfully (ID 40)

I don't know that any academics or coursework would have been beneficial. Students need to experience real-life situations. Have instructors teach who have RECENT classroom experience--ones who are still "in touch" with the age group and teaching experiences (ID 26)

I didn't have many discipline problems my first year--But, along the way, I have realized that elementary education students need more instruction on discipline problems (ID 245)

More money, more autonomy, more support, less interference by politicians (ID 234)

I was naïve in the area of discipline--More field experience during college may have helped--Opportunities to establish discipline, different settings and situations (ID 125)

I remember a good beginning--I had another teacher (co-worker) who was always ready to help, advise, support (ID 196)

More student teaching--9 weeks was not enough (ID 168)

Classroom management training--smaller class size (ID 167)

Answer to #8--I will be highly qualified if I teach the class for 1 more year--Answer to #9--More time in classroom observation--You don't learn most of what is important about teaching from a book (ID 111)

More time in a classroom--a better background in reading instruction (ID 114)

I don't think there is anything that could have prepared me better (ID 115)



## ***9. What could have prepared you better for the classroom setting?***

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I think more time working in a classroom as a student teacher (ID 162)

The real day to day requirements--lesson plans, understanding the special education referral system, conferences with parents, IEP meetings,--requisitions, forms, and recordkeeping (ID 156)

It has been so long I don't remember (ID 119)

It is imperative that college students have many hours in the classroom--Students have a much better understanding of the teaching profession if they have spent a great amount of time in the classroom (ID 172)

I think the sooner education majors are placed in the classroom with actual field experience, the better--Lack of materials, outdated curriculum, and similar issues are a part of teaching (ID 149)

I felt that I was fairly well prepared for my first year--Experience is the best teacher (ID 173)

My methods teachers made it sound like we needed to be everything and do everything right away--I couldn't--I didn't, and I felt like failure--If I hadn't needed a job, I would have quit the field--Luckily, the second year was much better (ID 126)

More time in the student teaching area--the first-hand experience is the best way to become prepared--Let students spend time in classroom their freshman year (ID 128)

Getting us out in the classrooms sooner to observe and shadow (ID 143)

More time spent on developmentally appropriate curriculum as well as hands on activities (ID 142)

I feel I was not prepared enough on how to write lesson plans--how to be more flexible in the classroom; how to deal with parents (ID 55)

No voice is louder or more educational than the actual experience--No school or classroom is ever the same, so a one size fits all training session is pretty worthless (ID 132)

Longer student practicums with practical experiences--Experiences/lessons dealing with parents/teachers/administration (ID 133)

In addition to student teaching, spending time with a variety of teachers observing classroom management, discipline and teaching techniques would have helped me prepare. (ID 1)

If I would have had more on the job training--In 1971 they only had us do 12 weeks student teaching (ID 135)

The college should have drilled us in the classroom curriculum instead of so many "theory" classes (ID 136)

Classes on parent involvement and discipline (ID 120)

More in-the-field training--A longer tenure of student teaching (ID 89)

More training in discipline and techniques that work (ID 206)

I was totally unprepared for the extracurricular assignments I was assigned--Also, I believe classroom management (especially how to stay organized) should be stressed more--I knew my subject matter well but the whole teaching experience is overwhelming until experience kicks in (ID 203)

A mentor (ID 78)

I feel less knowledge based classes and more content related material would be beneficial--Teach new teachers "how to" not so much non-content requirements (ID 199)

Learn to deal with parents and scheduling--Actually participate during conferences--More realistic hands-on course work in college. Reading textbooks and magazine articles doesn't prepare us at all--I don't know how you could prepare us for everything because student and situation vary (ID 139)

## ***9. What could have prepared you better for the classroom setting?***

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To better prepare graduates, I would have been more relaxed in my first classroom had I had experience also at the beginning of a school year as I did at the end of a school year with my student teaching--I would like to see students visiting classrooms more to enhance their methods classes (ID 195)

I was not prepared to deal with parents (ID 137)

More time in the classroom and working with children prior to graduation from the college (ID 84)

More in the area of dealing with parents and parental involvement (ID 85)

More time in a practice teaching setting (ID 169)

More time, classes, etc., that dealt with working in the classroom with students (ID 190)

I believe that speaking to teachers in the field would have helped--Having college professors discuss things, some of whom had not taught in the high school area, was not realistic (ID 73)

More time in real classrooms--More discussion with teachers in the classroom (ID 90)

Having more training in the area of meeting individual needs--How to spark a student's interest so he/she want to learn (ID 189)

Knowing discipline techniques that I have now--More time in a classroom (before) (ID 188)

Less theory and more application. I had an excellent supervising teacher--pick them carefully before a college student is placed in a room--There is a need for more "hands-on" college classes where students spend more time earlier (before student teaching) in classrooms--I feel new teachers need more instruction in working with student learning styles and how to modify for struggling or ill students--Discipline strategies would have been helpful (ID 96)

Mentorship from an experienced teacher--Workshops geared towards the beginning teacher (ID 98)

More of the day to day routine in a high school setting--I observed and student taught, but the bookwork was all new and I had to do a lot of studying (ID 177)

I think it would have gone more smoothly had I been assigned a mentor for my first year--Though my co-workers were very helpful they may have felt more comfortable offering advice if it was part of their assigned duties (ID 101)

More time spent as a student teacher in a wider variety of school setting than I was exposed to at this time (ID 174)

Spending more time observing effective teaching in progress and seeing effective discipline as it was being practiced may have helped (ID 103)

Subjects that really pertain to a classroom setting--More classes on discipline, subject matters and working with slower students--Many classes I took did not prepare me for my first year of teaching (ID 104)

More education management classes--Classes on how to handle discipline (ID 87)